

2014 Course Guide

For Sugar on the XO Laptop



Sora Edwards-Thro

sora@unleashkids.org

12 Weeks, 12 Lessons

Base

Week 1: Record, Fototoon, Speak (basic mouse and keyboard skills)

Week 2: Paint, Chat (using the Journal, sharing)

Week 3: Labyrinth, HaitiDic, Memorize (copy and paste)

Explore

Week 4: Art (TuxPaint, Pursuit, Physic, Kandid)

Week 5: Music (TamTam Mini, TamTam Jam, TamTam Edit, Music Keyboard)

Week 6: Science (Measure, Wikipedia, Stopwatch, Chart)

Extend

Week 7: Beginner

Art: Turtle Machine

Music: Level 1 Songs

Science: Trivia Questions

Week 8: Intermediate

Art: Spirolaterals

Music: Level 2 Songs

Science: "What is Sound?" research

Week 9: Professional

Art: Workshop

Music: Workshop

Science: Workshop

Create

Week 10: Final Project

Week 11: Final Project

Week 12: Final Project

About this Course

This course was created to give teachers and students ideas for step-by-step lessons for mastering the XO laptop. They start with the basics and lots of help from the teacher but by the end of the course they will be doing advanced work all by themselves.

The course lasts three months, or 12 weeks. The 12 weeks are divided into 4 sections that each last three weeks: Base, Explore, Extend, and Create.

The first 3 weeks are Base weeks. Students become comfortable with using the computers to do things like taking photos, drawing, and writing.

The next 3 weeks are Explore weeks. Students try different tools on the computer for drawing, music, and science.

After those first 6 weeks, the course is halfway done. Now, the kids choose what their specialty will be for the last 6 weeks that are left. They can choose Art, Music, or Science.

Weeks 7, 8, and 9 are Professional weeks. Groups of Artists, Musicians, and Scientists will meet together in their small groups to do advanced work in their specialty. The whole class will also work together on large projects like a newspaper.

The last three weeks of the course are for doing a final project. The kids work independently to create something related to the specialty they have been studying.

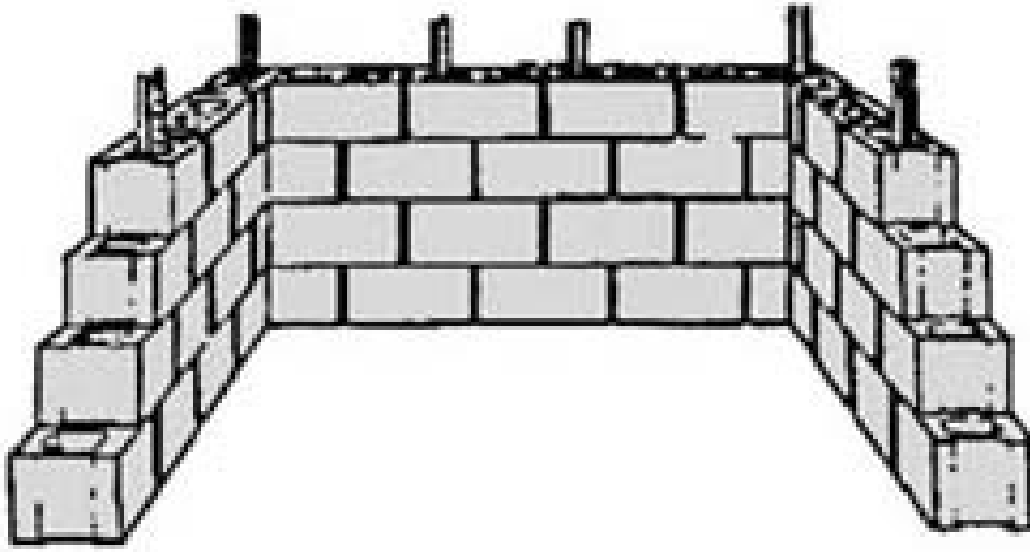
How to Use This Guide

This guide will give you ideas of what to do each class. The goal is to start from the bottom with the easiest material and build up. Only you can decide how much time the kids really need to learn something before they are ready for the next thing. You can also choose when to show the kids activities such as the games that are not included in these plans.

Each school, teacher, and group of kids is different. The ideas and advice in this guide are here to help you, but please don't follow them exactly. You know what is best for teaching in your own situation. There are advantages and disadvantages that only you know about.

We would love to hear what works and doesn't work for you so we can make this guide better. We are also happy to respond to any problems or questions you have. To contact us:

Sora Edwards-Thro	Email: sora@unleashkids.org	US Phone Number: +1 (707) 874-8393
Junior Monroe		Haitian Phone Number:
Jeanide Joseph		Haitian Phone Number:



Base

Semenn 1: Enregistrer, Fototoon, Pale

Semenn 2: Dessiner, Discuter

Semenn 3: Labyrinth, HaitiDic, Memorize

Congratulations! Your kids just started learning with their computers. They are very excited but they also don't know much about how to use them yet.

Your job is to make the kids comfortable with the basics of using the computer. For these first three weeks, you will have to spend a lot of time helping them and telling them what to do. Some will learn faster and slower than others. Hopefully the ones who learn faster can help you teach the ones who learn slower.

For some of the programs, like Paint, the best way to teach is to give the kids time to try them by themselves before you explain all the details.

Week 1

Activities: Record, Fototoon, Speak
Skills: Keyboard, Mouse, Taking Care of the Computer
Project: A Fototoon with 4 photos and text

Session 1

Begin the class with:

Parts of the computer

Taking care of the computer

Rules for the class

Then teach them:

Record Activity

-each kid takes a photo of themselves and renames it with their name

-then the goal is to take many photos and pick four that they will use to “tell a story”

-they should rename each of the four photos

Make sure:

The kids will probably have difficulty using the mice or touch pads at first. Pay special attention to anyone who is having trouble so they don't learn the wrong way.

Session 2

Begin class with:

Speak activity

Everyone types their name and age for the computer to read: “Sora”

Go around the room with the computers saying each kids’ name. Ask each kid their age.

Then teach them:

Fototoon Activity

-they should use the four photos they took the class before

-they should add text to each

they can play with changing text color, size, and shape

adding accents

big and small letters

spaces between words

Remember: It is easier to make boxes larger in Fototoon if you put the box in the center of the picture first. Change the language in Speak to French (Francais) so it can pronounce the kids’ names correctly.

Week 2
Activities: Paint, Chat
Skills: sharing, Journal, drawing tools
Project: a card for a friend with their photo

Session 1

Begin class with:

Chat Activity

- everyone connects to the same chat and sends messages

Then teach them:

Paint

First, they should “make a copy” of the photo they took of themselves in their journal.

Then, they can open it by clicking “Start with Paint”

Some will learn very fast how to use the paint tools; others will need help. They should practice:

- drawing in different colors
- doing different shapes
- writing text

Remember:

- Everyone needs to be on the same mesh network to see the chat.
- If you have trouble connecting everyone on the same chat you can try starting one chat for 10 kids in the class and another for 10 different kids.
- Instead of worrying about clicking right or left to find the menu, the kids can just wait a few seconds after they put their mouse over an item and it will come.

Session 2:

Begin class with:

Everyone picks a partner.

Add your partner to “my friends” on the XO.

Then teach them:

- Send the photo of themselves to their partner using the “Send to” menu in the Journal. Their partner will send them one.
- Make a card for their partner using their partner’s photo in Paint.
- Send the card to their partner when they are done.

Week 3

Activities: Labyrinth, Haiti Dic, Memorize
Skills: copy and paste, finding information
Project: flashcards game in Memorize

Session 1

Begin the class with:

GeoQuiz Activity

-They pick which department it is using the arrow keys. Then they press the checkmark key (on the right above the power-button. It looks like the Nike symbol).

-Whoever finishes first gets a prize: they get to choose which game you teach them at the end of class. Their choices are Implode, Maze, or Jump.

Then teach them:

I Know America activity

-explain that a student created it and now their job is to create their own

Haiti Dictionary

each kid needs to pick 10 words and have them ready before they come back to class

End class with:

The game that the winner of GeoQuiz decided to learn

Session 2:

Begin the class with:

Labyrinth activity of what they like and don't like so far

Then teach them:

Look up 10 words in Haiti Dictionary

Copy and paste the definitions into Memorize to make a game

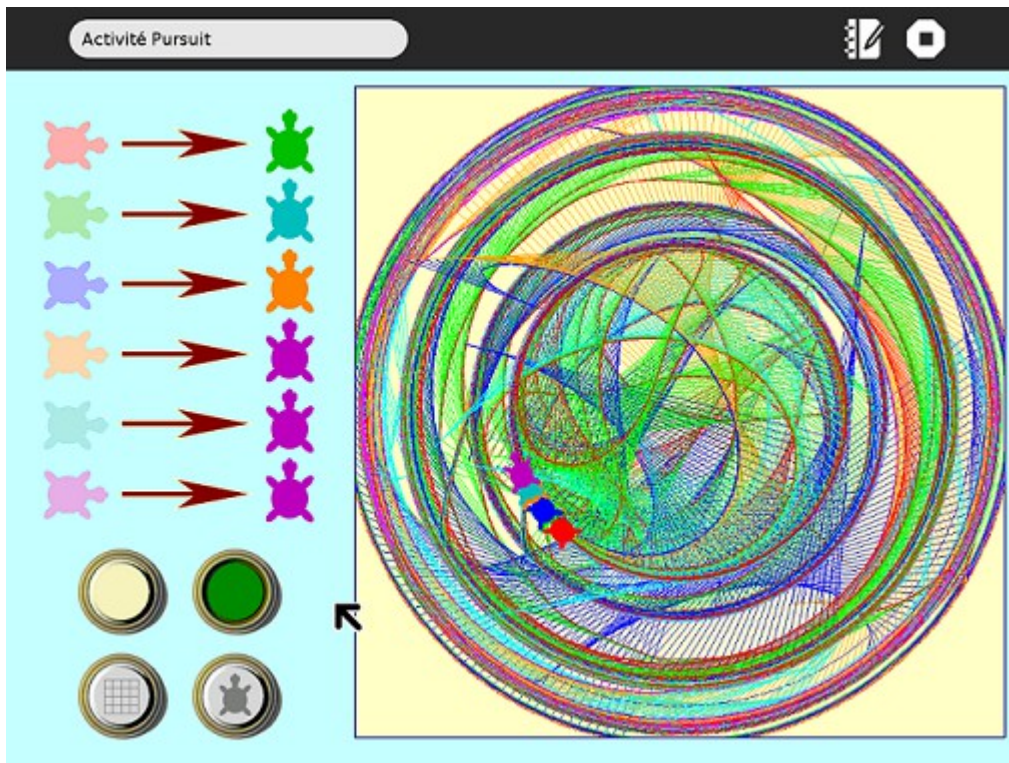
End class with:

The kids send their game to a friend to play, and the friend sends them a game, too, so everybody plays a game that someone else made.

Remember:

-It is possible to add pictures to the cards in Memorize.

-In Labyrinth, click on a box, then click in an empty place in order to make a box that is connected to the first box you clicked.



Yon timoun ayisyen te desine egzanp sa ak Aktivite Pursuit.

Eksplora

Week 1: Record, Fototoon, Speak

Week 2: Paint, Chat

Week 3: Labyrinth, HaitiDic, Memorize

Now, the kids know the laptops better. They're ready to explore the tools the laptop offers for drawing, music, and science.

Your job is to give the children lots of time to play with each activity. Encourage them to try different things. One way to do this is to find the best projects and talk to the whole class about them.

I hope the kids will like these activities. Even though they are difficult, they are fun too!

<p><u>Week 4: Art</u> Activities: TuxPaint, Physics, Pursuit Project: flag</p>

Session 1

Begin the class with:

Pippy Activity

- Start out with the Tree code. Explain that the text is directions you can give a computer to tell it what to do and it is called code. Explain that the advantage of the computer is that it can do something simple many times very fast.
- Let the kids play around with some of the other options.

Then teach them:

TuxPaint Activity

- Everyone should draw some basic shapes first.
- Then, go on to Magic and let them have fun with all the tools.

End class with:

Kandid

- Explain that this is a game where you teach the computer what you think is beautiful or ugly by giving the pictures numbers.
- Ask each kid what their favorite tool was in TuxPaint.

Remember:

- To leave TuxPaint, find Quitter on the menu or press the escape button.
- To run code in Pippy, find the picture on the menu that looks like a play button.

Session 2:

Begin the class with:

Pursuit Activity

- Tell the kids to place the turtles on the left on the screen. Let them play themselves to discover how beautiful the pictures this activity makes really are.

Then teach them:

Physics Activity

End class with:

- Draw a picture of a new flag for your country in Tuxpaint
- Reward the kid with the best project by printing it out for them (or some other reward)

Remember:

Week 5: Music

Activities: TamTam Mini, TamTam Jam, TamTam Edit, Music Keyboard

Project: Play the song TonTon Bouki

Session 1

Begin the class with:

TamTam Mini

Let the kids have fun for a while trying out the different sounds.

Then teach them:

TamTam Jam

Explain how the kids can become a DJ by starting and stopping the sound.

End class with:

Ask the kids what their favorite sound is and why.

Session 2:

Begin the class with:

Open up the record activity and go to audio recorder. Ask each kid to go outside, make a sound with something they find out there, and record it. Then play the sounds for the class and try to guess what they were.

Then teach them:

TamTam Edit

-Explain some of the tools and let them play for a little bit.

End class with:

Music Keyboard

-Write the notes of TonTon Bouki where everyone can see. Practice singing them a few times before the kids play them on the real keyboard.

TonTonBouki:

QWEQ

QWEQ

ERT

ERT

TYTREQ

TYTREQ

QWQ

QWQ

<p><u>Week 6: Science</u> Activities: Measure, Stopwatch, Chart, Wikipedia Project: Group Presentation</p>

Session 1

Begin the class with:

Measure Activity

-Ask the class what it's measuring. Encourage them to try making different kinds of sounds before you tell them the answer: it is measuring how loud the sound is. Switch to frequency mode and ask the class what it is measuring now. The answer is how high or low the sound is.

Then teach them:

Wikipedia Activity

-Work together on the "Where does water come from?" example.

Divide the class into groups. Each group chooses a question to research and starts researching.

End class with:

Announce that next week the kids will choose their specialties as an artist, a musician, or a scientist. Explain a little bit about what each group will be doing and tell them they have to write down next class.

Session 2:

Begin the class with:

Each group continues working on its research question.

Then teach them:

When it seems like they need a break, ask each group to record the times it takes for each person in the group to run a certain distance in the Stopwatch activity. Show them how to visualize the data using chart.

-When they are done, give them a little more time to work on group projects. Group presentations.

End class with:

Group presentations.

Each kid writes on a slip of paper what their first and second choices are for their specialty.

Now that the kids have seen most of the things the laptops can do, it's time for them to go deeper. Each kid has chosen a specialty – Art, Music, or Science. From now on, you aren't teaching a class; you're teaching small groups. For example, all the Artists are working with the other Artists. The groups should have almost the same number of people – a class with 15 kids will could have 5 Artists, 7 Musicians, and 3 Scientists for example.

Each group will work together on their specialty with you for 30 minutes every day. You will spend 30 minutes with the Artists, 30 minutes with the Musicians, and 30 minutes with the Scientists. The other two groups who are not working with you will have another project to collaborate together on – the Newspaper project in Week 8 and a few research projects in 9.

This is the time to give the kids a lot of freedom and encourage them to work together. For example, when you are teaching the Artists Turtle Machine you can help with the first few examples and then tell them to work as a team to do the others.

Week 7: Introduction
Activities: Turtle Machine, Music Keyboard, Wikipedia, Chart
Project: Newspaper

Session 1

Begin the class with:

Introduction

Tell each kid what group they are in and the new procedures for the class.

Then teach them:

Newspaper Activity

While one group is meeting, the other two groups should work together on a newspaper. The newspaper will include articles with news from the school and community, advertisements for performances by the music kids, interviews with one kid from each group about what they are learning, and much more.

Art: Turtle Machine

Explain to them how to do the first couple and then let them work as a group to solve.

Music: Level 1 Songs

Explain to them the basics of reading the music and get them started practicing.

Science: Trivia

The kids should come up with trivia questions to ask the rest of the class using Wikipedia.

End class with:

Choose one kid from each group who did the best work to be interviewed the next class.

Session 2:

Begin the class with:

Typing Turtle

Explain that this activity will help the kids write faster when they are making things like the newspaper.

Then teach them:

Continue everything they started last class, but this time give them more independence to work by themselves.

Science kids can start asking the other groups their trivia questions. Then they make a chart of how many people answered right and put it in the newspaper.

Make sure the three people you choose last class (one from each group) get interviewed.

End class with:

Newspaper presentation.

<p><u>Week 8: Intermediate</u></p> <p>Activities: Spirolaterals, Music Keyboard, Measure, Wikipedia</p> <p>Project: What is sound?</p>

Session 1

Begin the class with:

Free time for the kids to work on anything they want – encourage Typing Turtle practice.

Then teach them:

- When Artists are meeting: Musicians and Scientists work together while Artists are meeting to see what different sounds look like in the Measure activity.
- When Scientists are meeting: Musicians play songs and the Artists draw what they look like.
- When Musicians are meeting: Artists and Scientists work together on the questions about how sound is related to color.

End class with:

Ask the kids to find some glass bottles before next class.

Session 2:

Begin the class with:

Free time for the kids to work on anything they want – encourage Typing Turtle practice.

Then teach them:

The groups meet again by themselves to continue the work they were doing last class. While one group is meeting the other two work to build an instrument by filling the bottles with different amounts of water.

End class with:

Scientists present their research on what sound is. See if someone can play a song on the instrument you created.

Week 9: Professional
Activities: Turtle Confusion, Music Keyboard, Wikipedia
Project: your guests can choose

Session 1

Begin the class with:

Announce that each student has to choose what the final project will be by next class.

Then teach them:

Talk with each group about possible project ideas.

Professional workshops:

Ask members of your community to visit and act as guest teachers in subjects they have experience in. For example:

- someone who plays an instrument in church can teach the Music kids about it
- a local artist can make jewelry or paintings with the kids
- an electrician can help the kids measure voltage in their computers or somewhere else

You may need to get one person for each day if you cannot find someone who has a good lesson for both days.

End class with:

The kids should write notes or make cards to thank the professionals working with them. If possible, print these out before next class.

Remind the kids to be ready with one or two project ideas before next class.

Session 2:

Begin the class with:

Announce that during class you will be meeting with each kid about their project ideas to help them decide which one they will be doing.

Then teach them:

Professional workshops.

Meet with kids.

End class with:

Present the thank yous to the professionals.